United States Department of the Interior

BUREAU OF INDIAN EDUCATION
Washington, D.C. 20240

Date: September 16, 2009

To: Federal Communications Commission

           Office of the Secretary

           Marlene H Dortch, Secretary
           445 12th Street SW
           Washington, DC 20554

From: State Education Agency for the Bureau of Indian Education

           1011 Indian School Road NW (Suite 332)
           P.O. Box 829
           Albuquerque, NM 8710

Subject: Request for Waiver for Letter of Review - CC Docket No 02-06

Reference: Applicant Name   Santa Clara Day School
              Billed Entity Number: 99343
              Form 471 Application Number 222384
              Funding Year: 2001
              Correspondence Dated   April 29, 2009

Reason for Filing Waiver:
   As the State Education Agency (SEA) for the Bureau of Indian Education, I
   understand that a program participant may file a letter of review or appeal of a USAC
   decision or of USAC's response to a Letter of Appeal directly with the FCC.
   However, in this case, the request for review was not filed to the FCC within 60 days
   of the date of the USAC decision dated April 29, 2009. Santa Clara Day School was
   under the impression that the letter of review had been filed on their behalf by the
   previous Bureau of Indian Education SEA. Unfortunately, this was not the case and
   the matter was never attended to or filed. Upon assuming responsibilities as the new
   SEA, I discovered this situation and am trying to correct it on behalf of the
   participant, Santa Clara Day School.

This matter is a result of faulty communication between management and the former SEA and is based on no fault or wrong doing by Santa Clara Day School. In these times of technology and fasted paced environments, it is unfortunate that we still make errors that drastically affect others. This is one of those cases where the applicant was seeking funding for eligible telecommunications services under the FCC's E-Rate program and due to no fault of their own, was affected by human error outside of their control. Santa Clara Day School has diligently done everything they could to be successful using the processes provided to them by the FCC and the Schools and Libraries Division. I am requesting leniency on behalf of the school so a waiver is allowed to submit the attached letter of review on behalf of the program participant, Santa Clara Day School.

Attached Documents:

Request For Review   - CC Docket No 02-06

Applicant Name	Santa Clara Day School
Billed Entity Number:	99343
Form 471 Application Number	222384
Funding Year:	2001
Correspondence Dated	April 29, 2009

Brett A. Stoneberger
BIE E-Rate and Technology Plan Coordinator
BIE State Education Agency

cc: A. Foster, K Skenandore, B Stevens, D Talayumptewa, R Rodar

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             1011 Indian School Road NW (Suite 332)
             P.O. Box 829
             Albuquerque, NM 8710

Subject: Request For Review   - CC Docket No 02-06

Reference: Applicant Name   Santa Clara Day School
             Billed Entity Number: 99343
             Form 471 Application Number 222384
             Funding Year: 2001
             Correspondence Dated   April 29, 2009

Disbursed Funds Recovery Explanation (From USAC):
   After a thorough investigation, it has been determined that funds were improperly
   disbursed on this funding request. During the course of an audit it was determined
   that the technology plan for this entity was not approved at the time of the submission
   of the Form 486. Program rules require applicants to obtain approval of technology
   plans by parties qualified to approve technology plans prior to submitting the Form
   486, for services other than basic telecommunication services. Since this is not a
   request for basic telecommunication services, the technology plan needed to be
   approved prior to submitting the Form 486 or the start of services, whichever was
   earlier. Since this requirement was not meet USAC will seek recovery of any
   improperly disbursed funds from the applicant.

Supplemental Appeal Information (SEA):

- The Santa Clara Day School developed a technology plan for the year 2001. The submitted this to their school board for approval and communicated it to their next level of Bureau of Indian Education (BIE) Management, the Education Line Officer (ELO). At the time the ELO was authorized to approve technology plans. Santa Clara Day School was under the impression that this process approved their technology plan.

- During this period, Santa Clara Day School was also under the impression that the BIE (formerly Office of Indian Education Programs – OIEP) had a higher level master plan that would cover the school. Unfortunately the BIE only had a plan submitted but not yet approved by the Department of Education (DOE). The DOE subsequently approved a Master Technology Plan for the BIE schools in 2005 and dated it back to 2002 but this did not cover the funding year in question nor does not adhere to E-Rate program rules.

- The school acted in good faith and took the steps to develop and get their technology plan approved. They were unaware of the situation with the BIE master technology plan and therefore did not take the additional step to ensure the documentation of the approval by the ELO.

- **The school should be granted leniency in this case as they followed the rules to the best of their knowledge and ability. The school used all equipment purchased through E-Rate in good faith and stewardship. Santa Clara Day School is a small school of approximately 140 students; the diversion of $171,334.80 would induce extreme financial hardship making it difficult for Santa Clara Day School to carry out its mission of educating its students.**

Attached Documents

- Original SLD Administrator's Decision on Appeal – FundingYear2001 – 2002
  - SantaClaraSLDAppealDenial2001-2002.pdf

- A memorandum sent to all schools during this period. This memorandum identifies the Education Line Officers (ELO) as the individuals assigned to approve the individual schools technology plans.
  - SantaClaraELODocument.pdf

- A memorandum to which budget information was attached sent to the school board for approval of the school's technology plan.
  - SantaClaraBudgetDocument.pdf

- A copy of the Technology Plan developed by the School which contains all elements required by the E-Rate program.
  - SantaClaraTechnologyPlan2001.pdf

Brett A. Stoneberger
BIE E-Rate and Technology Plan Coordinator
BIE State Education Agency

cc: A. Foster, K Skenandore, B Stevens, D Talayumptewa, R Rodar

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USAC

Universal Service Administrative Company
Schools & Libraries Division

Administrator's Decision on Appeal - Funding Year 2001-2002

April 29, 2009

Robin Rodar
Santa Clara Day School
2 Kee Street
Espanola, NM 87532

Re: Applicant Name: Santa Clara Day School
        Billed Entity Number: 99343
        Form 471 Application Number: 222384
        Funding Request Number(s):   617247
        Your Correspondence Dated: October 23, 2007

After thorough review and investigation of all relevant facts, the Schools and Libraries
Division (SLD) of the Universal Service Administrative Company (USAC) has made its
decision in regard to your appeal of USAC's Funding Year 2001 Notification of
Improperly Disbursed Funds Letter for the Application Number indicated above. This
letter explains the basis of USAC's decision. The date of this letter begins the 60 day
time period for appealing this decision to the Federal Communications Commission
(FCC). If your Letter of Appeal included more than one Application Number, please
note that you will receive a separate letter for each application.

Funding Request Number: 617247
Decision on Appeal: **Denied**
Explanation:

- During the Appeal Review, records show the Santa Clara Day School is
  requesting discounts on services other than "POTS" wireless and wireline
  telephone services, for which a Technology Plan is required. The record also
  shows that during an audit Santa Clara Day School was asked to provide a
  technology plan approval letter that covered the school during FY 2001. You
  stated that you could not locate any letter and informed the auditor that the school
  should be covered under the Bureau of Indian Education's (BIE) master
  technology plan. However, you and the BIE could not provide an approval letter
  to show that Santa Clara Day School was covered under that plan either. A
  technology plan must be approved before the start of service. Since the Santa
  Clara Day School did not meet this requirement, USAC requested the recovery of

funding. To locate a certified technology plan approver see
http://www.usac.org/sl/tools/search-tools/tech-plan-approver-locator.aspx. On
appeal, you and BIE were given opportunities to provide a copy of the technology
plan approval for the BIA master technology plan and the entities that it covers
for the 2001-2002 Funding year. Additionally, the BIE was given the opportunity
to provide the BIA master technology plan. You and BIE failed to provide
documentation to resolve if Santa Clara was covered by the master tech plan for
the BIE and if the BIE master tech plan covers the types of services Santa Clara
requested on their application. Santa Clara Day School failed to provide any
evidence that USAC erred in its initial determination or that the Santa Clara Day
School had a technology plan that had been approved by a certified Technology
Plan Approver before the start of service. Consequently, your appeal is denied.

• FCC rules require applicants to certify on their FCC Form 470 and FCC Form
  471 that the entities receiving products and/or services other than basic telephone
  service are covered by an individual and/or higher-level technology plan that has
  been, or is in the process of being approved. See 47 C.F.R. sec. 54.504(b)(2)(iii)
  and (iv);47 C.F.R. sec. 54.504(c)(1)(iv) and (v). The applicants are required to
  obtain approvals of their technology plans from their state, the Administrator, or
  an independent entity approved by the Commission and certified by USAC as
  qualified to provide such approval. On their FCC Form 486, applicants confirm
  that their plan was approved before they began receiving services. Pursuant to the
  FCC's Fifth Report and Order (FCC 04-190, released August 13, 2004), FCC
  rules require technology plans to include five mandatory content elements relating
  to the applicant's educational development strategies. See 47 C.F.R. sec. 54.508
  for technology plan requirements. In cases where an applicant provides
  technology plan documentation that is deficient (e.g. is outdated or will expire
  before the end of the relevant funding year), USAC shall: (1) inform the applicant
  promptly in writing of any and all deficiencies, along with a clear and specific
  explanation of how the applicant can remedy those deficiencies; and (2) permit
  the applicant to submit correct documentation, if any, within 15 calendar days
  from the date of receipt of notice in writing by USAC. See Requests for Review
  or Waiver of Decisions of the Universal Service Administrator by Brownsville
  Independent School District Brownsville, TX, et al., Schools and Libraries
  Universal Service Support Mechanism, File Nos. SLD-482620, et al.; CC Docket
  No. 02-6, Order, FCC Rcd 6045, FCC 07-37 para.12 (March 28, 2007).

If you believe there is a basis for further examination of your application, you may file an
appeal with the Federal Communications Commission (FCC). You should refer to CC
Docket No. 02-6 on the first page of your appeal to the FCC. Your appeal must be received or
postmarked within 60 days of the date on this letter. Failure to meet this requirement will
result in automatic dismissal of your appeal. If you are submitting your appeal via United
States Postal Service, send to: FCC, Office of the Secretary, 445 12th Street SW, Washington,
DC 20554. Further information and options for filing an appeal directly with the FCC can be
found in the "Appeals Procedure" posted in the Reference Area of the SLD web site or by

contacting the Client Service Bureau. We strongly recommend that you use the electronic filing options.

We thank you for your continued support, patience, and cooperation during the appeal process.

Schools and Libraries Division
Universal Service Administrative Company

United States Department of the Interior

BUREAU OF INDIAN AFFAIRS
Washington, D.C. 20240

IN REPLY REFER TO:

Indian Education
OIE-20

FEB - 5 2001

Memorandum

To: Education Line Officers

From: Director, Office of Indian Education Programs *William Mehojah, Jr.*

Subject: Approval of School Technology Plans

This is to advise you of your responsibility to approve technology plans for schools under your jurisdiction in order for schools to participate in the E-Rate Program. Currently every Bureau-funded school is receiving or will soon receive the benefits of the E-Rate. In the past the E-Rate has paid for the LAN systems installed in more than half of our schools and for the T-1 Lines and Satellite Systems that provide Internet connectivity. In order for schools to continue to receive E-Rate discounts every school must have an approved technology plan. E-Rate Technology Plans are approved for a period of three years. The last time technology plans were approved by OIEP was the spring of 1998. Thus, it is now time for OIEP to begin the process of reviewing and approving technology plans. Technology Plans must be approved prior to June 1, 2001 in order for schools to continue receiving E-Rate services.

Attachment A outlines the procedures you must follow in approving technology plans. Attachment B is a checklist you are to use in reviewing plans. Attachment C is a sample approval letter for schools that meet the technology plan requirements. It is extremely important that the procedures are followed with care. Failure to follow the procedures could jeopardize the schools receipt of E-Rate services.

You are to forward copies of the letters you send to your schools approving their technology plans. You will also need to retain copies of the approved plans in your files, so that they are on hand in the event of an audit by the Schools and Libraries Division.

Training on developing technology plans will be provided at the 2001 Access Native America Technology Conference sponsored by the Choctaw Schools in Philadelphia, MS on April 24-26, 2001.

If you have questions, please contact Peter Camp at (505) 248-7532.

OIEP Pine Ridge Agency

FEB / 4 2001

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United States Department of the Interior

BUREAU OF INDIAN AFFAIRS
Northern Pueblos Agency
Santa Clara Day School
P.O. Box 2183
Espanola, New Mexico 87532

IN REPLY REFER TO:

Memorandum

TO: Santa Clara Day School Board

FROM: Frank Nordstrum, Principal

RE: USF 471 Application   January 19, 2001

For the passed several years the Bureau of Indian Affairs has been receiving funds from the Federal Communications Commission to assist with costs associated with telecommunications connectivity. Beginning this school year the BIA has invited, perhaps encouraged, the individual schools to submit applications for themselves.

You know us! We did not want to miss out on any opportunities to enhance our connectivity or other communications services. For about half of the year, Robin Rodar, our technology designee, has been working with staff from the other schools and several consultants to determine what we might be eligible for and how we might best take advantage of the E-Rate funds available.

This was a time consuming process but what has resulted is the submittal of a Universal Service Fund 471 Application. The application was developed after SCDS staff input; reviews of our current technology infrastructure by several consultants; and a competitive bidding process by interested service providers. Much of this was done on the internet, including our application submittal.

I have attached a copy of the budget SHOULD WE GET FUNDED. As the Board can see, we stand to gain nearly $200,000.00 in services and equipment. We view this as a wonderful opportunity to upgrade our technology capabilities and services at limited cost to the school.

My congratulations and thanks to Mrs. Rodar for her tireless efforts in doing this work.

Universal Service Fund 471 Application
2001-2002

Internet Connections

Vendor	Service	Cost	USF Pays	ET Absorbed Cost	SCDS Cost
3. Educational Technologies					
	Servers	$84,735	$58,261.50	$6,473.50	0
	Router	$6,795	$6,115.50	$679.50	0
	Switches	$91,444.50	$82,300.05	$9,144.45	0
	Internal connections	$28,187.00	$25,368.30	$2,818.70	0
Totals:		$191,161.50	$172,045.35	$19,116.15	0
Total Expense for Santa Clara Day School					0

Santa Clara Day School Library/Technology Center
P. O. Box 2183
Española, NM 87532

Santa Clara Day School's mission is to secure the future of our
children by preserving our Native American culture through
knowledge, mutual respect, and an understanding of our
families, our world, and ourselves. We will strive together as a
community to ensure our students receive a quality education.

Information Technology Plan

2001-2002 Revision

I.   **Information Technology Goals**

GOAL 1: Santa Clara Day School will strive to provide access to and
instruction in the appropriate use of technology to identify, retrieve,
and organize information.

GOAL 2: Santa Clara educators and community members will have
the training and support necessary to utilize technological resources
to enhance learning and economic development.

GOAL 3: The Santa Clara Community will have the opportunity to
reflect on their own culture by connecting with other Native American
communities and the world.

II.   **Santa Clara Day School Library/Technology Center**

The Santa Clara Day School Library/Technology Center's purpose is to serve as an
information center dedicated to the implementation of the school mission and the goals
outlined by our school improvement process. We will:

- use technology to provide the most appropriate information delivery system,

- maintain the flexibility to adapt new and changing technology to meet the needs of all students and our community,

- use technology to control cost and improve the efficiency of our library operations,

- use technology to connect to relevant sources outside the school and our library,

- provide an environment in which students learn to access information efficiently and effectively, evaluate information critically and competently, and use information effectively and creatively,

- provide an environment in which students can pursue information related to personal interests, career interests, recreation, and enjoy literature in a variety of formats, and

- provide an environment in which students can share knowledge and information with others, respect the principles of intellectual freedom and property rights, respect others backgrounds and cultures, collaborate with others to identify problems and seek solutions, and design and evaluate information and solutions.

III.   Strategic Five Year Technology Plan 2001-2006

2001- 2002
During 2001 - 2002, projects include:

- Technology curriculum integration using calculators, camcorders, fax machines, telephones, TV, videos, audiotapes, the Internet and Online subscriptions;
- Technology Coordinator handling scheduled maintenance, ordering, basic network administration
- Install e-rate funded wiring and equipment to upgrade internal connections and telephone services;
- Formative evaluation of technology infrastructure and use by staff and students;
- Provide continuous on and offsite staff development based on need;
- Evaluate new assistive technology tools for our special needs populations,
- Installation of cable hook-up for educational broadcasting;
- Continue to train student *Techcorps* and *Library Assistants* to support library and computer use by the students, staff, and community;
- Add classroom web pages to our school website and use Techcorps students to maintain our website;
- Review, revise and use the Santa Clara Day School Technology Standards to drive curriculum
- Provide onsite training for staff and students in multimedia productions, web page design and usage,

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- Provide for *Intel Teach to the Future* Teacher training for half the staff;
- Review software licenses and continue to work toward full compliance;
- Begin developing a virtual museum of Santa Clara artifacts and artwork;
- Begin to develop a collection of oral stories on Santa Clara history;
- Train community residents as proctors for and establish a Community Technology Center (CTC) in our Internet lab; and
- Obtain and upgrade computers for staff and student loan program
- Insure compliance with CIPA
- Review, revise, and approve Information Technology Plan and Acceptable Use Policy.

2002-2003

Projects during 2002-2003 include:

- Implement upgrades purchased with e-rate funds and determine needs for the 2003 application;
- Use data analyzed through our reforming school process to determine software purchasing strengths and future needs;
- Continue professional development in the use of computer technology, the library system, and video production;
- Link training to responses on professional development online needs survey (Profiler) and other data analysis;
- Implement *Intel Teach to the Future* training for the remainder of the teaching staff in our Internet lab.
- Plan for in house TV productions;
- Continue to use students to maintain school website, and classroom pages to insure they are user friendly and current;
- Continue training certified staff via online and onsite technology in Curriculum Technology Integration, and thematic planning
- Provide non-certified staff with training specific to each position;
- Develop new thematic units and lessons using technology;
- Continue the development of our virtual museum of Santa Clara artifacts and artwork;
- Continue to develop and digitally document oral stories on Santa Clara history;
- Archive a database of new units being developed by staff;
- Continue to develop digital student portfolio of scores, strengths and weaknesses for each student grade 3 through 6 maintained by the students;
- Monitor future program needs and development;
- Use *Techcorps* and *Library Assistants* to support classroom technology efforts
- Implement new assistive technology tools for our special needs populations Begin developing and training remote access use of the school's network by the community;
- Seek funds to expand our student computer loan program to include all students;
- Purchase a color laser printer, a portable computer projector, a portable printer, a digital video camera, and microphone system for student presentations off campus;
- Use our CTC to train qualified parent/community members in computer awareness and small business applications (Our parent survey identified this as an invaluable way to help with cottage industries.);

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- Begin working toward implementing the use PDAs as learning assistants;
- Begin developing distance-learning opportunities in conjunction with the Northern New Mexico Community College Distance Learning Center for teachers and parents.
- Begin implementing the TEAMS math/science initiative by transmitting lessons with experts in math and science to the classroom via our cable hook-up.
- Maintain network hardware, software, and print library;
- Determine how Santa Clara will meet the requirements of the CHIP; and
- Review, revise, and approve Information Technology Plan and Acceptable Use Policy

2003-2004:

During 2003-2004, program evaluation is the focus:

- Evaluation measures include, but not limited to, oral presentations, pictorial assessments, teacher checklists, written assessments, cooperative learning projects, standardized tests, and participation in fairs;
- Begin to help students maintain a digital student portfolio of student work samples, scores, strengths and weaknesses in grade 3 through 6;
- Beta test new technologically integrated units;
- Review, and define student technology competencies based on the SC Technology Standards;
- Revise standards and curriculum based on student performance;
- Assist in developing community outreach programs for the trained parent/community members;
- Continue to use evaluations to assess and monitor needs and guide future program development;
- Continue professional development for staff based on current needs survey;
- Implement *Intel Teach to the Future* training for the remainder of the teaching staf in our Internet lab;
- Maintain network hardware, software, and print library, and apply for e-rate funds for upgrades if available;
- Review, revise, and approve Information Technology Plan and Acceptable Use Policy

2004-2005:

During the 2004-2005 year, our plan includes:

- Continuing to help students evaluate and maintain their digital student portfolio of scores, strengths and weaknesses in grade 3 through 6; and investigate continuing process in the lower grades;
- Reassessing student performance in specific areas;
- Solidifying the home school connection by providing laptop or stand alone computers for student home use loans;
- Institutionalize an ongoing technology professional development structure;
- Soliciting financial and mentor support to open CTC for summer use of technology on campus by the community;

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- Develop and explore new ways to sustain state of the art teaching and technology integration; and
- Maintain network hardware, software, and print library and apply for e-rate funds for upgrades if available and need is determined;
- Review, revise, and approve Information Technology Plan and Acceptable Use Policy

2005-2006:

During 2005-2006, institutionalization of technology the focus is to:

- Further develop Tribal, business consortia to perpetuate the use of technology in instruction of students and community members;
- Conduct summative evaluation of student achievement, curriculum connections, and community use of technology;
- Document the use of technology by trained parent/community members and determine impact on the community;
- Develop future long range objectives;
- Institutionalize an ongoing technology professional development structure;
- Maintain network hardware, software, and print library and apply for e-rate funds for upgrades if available and need is determined;
- Review, revise, and approve Information Technology Plan and Acceptable Use Policy

IV.   2001 Network Inventory

New Mexico State Department of Education and OIEP have provided schools with guidelines for computer acquisition for student use that call for 1 computer capable of providing local and wide area networking for every 5 students. Although the specific configurations change as technology improves our goal is to meet or exceed standards guidelines. Our current student/workstation ratio is 1-networked computer for every 1.6 students.

At present we have:

16 Macs for basic student computer skills instruction (not included in ratio figures)

1 NT 4.0 network server

1 NT 4.0 BDC)

25 networked Racer computers, **17** in a lab setting and the others in various classrooms at the discretion of the teaching staff,

1 networked server for a library circulation,

4 networked workstations for patron access to our library collection

2 networked PCs for Technology Coordinator, business tech, and Principal's use

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11 networked Macs

9 networked Gateway computers for teacher/classroom use

4 laptop computers

5 Dell Optiplex for administrative use

7 networked MACS in labs and classrooms

1 networked 4D whitebox in first grade

4 digital cameras

1 digital projector

6 scanners

13 inkjet printers

2 LaserJet printer

9 student loan computers

12 staff loan computers

9 WIN computers in various locations

Our long-range goals are to improve the computer/student ratio to 1:1, maintain a networked lab of not less than 22 computers with a minimum of three networked workstations in every classroom. As funding permits, our long range goals includes migrating to all networked PC computers and wireless laptops, phasing out the Macs inventory as they become obsolete or inoperable.

V.   Partnerships & Budget

In 1996-97, we began establishing the following active partnerships to perpetuate our information technology plan and provide for budgetary needs over and above the resources of the school alone.

New Mexico State University
Through our *Digital Desert Library* work with them and through our *Seeds of Change* project they provide consultant services and teacher training in curriculum integration through the use of technology. This relationship no longer is active.

Smithsonian Institute and NMAI
This partnership provided Santa Clara Website database links, multimedia and cultural integration training.

Santa Clara Tribe

An excellent, on-going professional relationship has been developed with the Governor's office and tribal council. The principal and staff have regular communication with them and are working to combine our library technology to better serve students and the community.

Regional Technology Assistance (RETA)

In 1999, the state of New Mexico received a 5 year Technology Literacy Challenge Grant to provide professional development in technology for teachers in the state. Through efforts of our Technology Coordinator, we have benefited from being included in this training from its inception. In 2001, SCDS for the first time was equipped to host a training session in our Internet lab. Teachers receive stipends, course credit, and software for their attendance in the training.

Los Alamos National Laboratory

The LANL provided consultant services, staff training and on-site direct instruction for our students ended in 1999. In 2000, we received a LANL Foundation Community Technology grant and a Library assistance grant.

OIEP/BIA Technology Dept. in Albuquerque

In 1999, Ednet was responsible for installing our infrastructure

University of New Mexico Los Alamos Branch

Teacher training was received from 1998 - 1999

Santa Fe Indian School

Strong support of the Principal, the librarian, and the technology staff allowed the beginning of joint planning beginning in the 1997-98 school year. We are fortunate to have received funds from ASFIS to participate in technology training in Network administration and Internet Information Services.

In 2001, SFIS became the liaison for the Intel Teach to the Future program. Our Technology Coordinator has applied for acceptance in the program as a Master Teacher so that she can provide financially supported professional development in Technology Integration.

NM-RSI

Through its National Science Foundation Grant, this regional coalition provides funds to schools to help meet specific goals. Emphasis is on math, science and technology.

Four Directions

In 1997 we became one of the last partner schools in the nationwide Goals 2000 Grant. As partners, we receive assistance with technology purchases, training, and network support, and curriculum development specifically designed to meet the needs of our special population.

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Annenberg Foundation
Along with the BIA and the Santa Fe Indian School, we are beneficiaries of financial support for professional development in technology innovation and upgrading of our computers.

CENAC
As a member of CENAC, we collaborate to plan for technology and provide funding support. We have also contracted for network technical support especially in licensing compliance.

USF
In 2001, BIA schools became eligible to apply for Universal Service Funds independently from the OIEP application for connectivity. Santa Clara has completed the application and is currently awaiting the award.

Through the partnerships mentioned above and a commitment on the part of our Santa Clara Day School Board of Education to fulfill our technology plans, we are successfully beginning to provide an excellent technology program for the Day School and community. Together, we will finance and maintain the technology needed to meet our goals.

Budgetary decisions are at the discretion of the Principal, the Board of Education, and the budget committee. A significant portion of technology financing is provided through OIEP E-rate funding and specific technology grant acquisitions and donations. In 2001 SCDS has applied for a Universal Service Discount so that we can finance an estimated $200,000 worth of upgrades for our internal connections and telephone services. The school administration has dedicated budgetary funds to cover the discounted portion of upgrade expenses. In addition, minor annual supply replacement is supported by ISEP, Special Education, and gifted funds.

RETA, CENAC, Goals 2000, and Intel primarily support professional development.

VII. EVALUATION

Santa Clara Day School will provide OIEP program evaluations in accordance with their requirements. Our Library/Technology Coordinator is responsible for framing the evaluation efforts of our information technology planning, curriculum integration, and maintenance and upgrade needs as part of the school's technology team. As an integral part of our continuing evaluation efforts, the school will:

- Develop training and equipment acquisition goals to be assessed annually by the Principal and Santa Clara Day School staff;
- Conduct surveys of staff, students, and parents to determine their perceptions of our initiatives and skills acquisition;
- Examine and analyze our standardized tests (Terra Nova Test of Basic Skills) to determine trends;
- Seek multiple alternative ways to objectively assess the impact of technology on student success;

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- Develop and implement an informal assessment to student acquisition of multimedia and computer skills;
- Monitor Internet computer lab and Mac lab
- Document the impact of our outreach efforts; and
- Monitor equipment use by parents and the community.

Attachment

10

Santa Clara Technology Curriculum Standards

Based on the
ISTE Foundation Standards for Students

1. Basic operations and concepts

- Students demonstrate a sound understanding of the nature and operation of technology systems.

- Students are proficient in the use of technology.

- Understand the ethical, cultural, and societal issues related to technology

- Practice responsible use of technology systems, information, and software

- Develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity

- Use technology tools to enhance learning, increase productivity, and promote creativity

- Use productivity tools to collaborate in constructing technology-enhanced models, preparing publications

- Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences (to support professional practices)

- Use a variety of media and formats to communicate information and ideas effectively to multiple audiences

- Use technology to locate, evaluate, and collect information from a variety of sources

- Use technology tools to process data and report results

- Evaluate and select new information resources and technological innovations based on appropriateness to specific tasks

- Use technology resources for solving problems and making informed decisions

- Employ technology in the development of strategies for solving problems in the real world.

2. Social, ethical, and human issues

- Students understand the ethical, cultural, and societal issues related to technology.
- Students practice responsible use of technology systems, information, and software.

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- Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

3. **Technology productivity tools**
    - Students use technology tools to enhance learning, increase productivity, and promote creativity.
    - Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.

4. **Technology communications tools**
    - Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
    - Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

5. **Technology research tools**
    - Students use technology to locate, evaluate, and collect information from a variety of sources.
    - Students use technology tools to process data and report results.
    - Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.

6. **Technology problem-solving and decision-making tools**
    - Students use technology resources for solving problems and making informed decisions.
    - Students employ technology in the development of strategies for solving problems in the real world.

Prior to completion of Grade 2 students will:

- Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audio tapes, and other technologies. (1)

- Use a variety of media and technology resources for directed and independent learning activities. (1, 3)

- Communicate about technology using developmentally appropriate and accurate terminology. (1)

- Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1)

- Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2)

- Demonstrate positive social and ethical behaviors when using technology. (2)

- Practice responsible use of technology systems and software. (2)

- Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3)

- Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)

- Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (4)

Prior to completion of Grade 6 students will:

- Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)

- Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2)

- Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2)

- Use general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)

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collaborative tools ....
information, and to develop solutions or products for audiences inside and
outside the classroom. (4, 5)

Prior to completion of Grade 2 students will:

- Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audio tapes, and other technologies. (1)

- Use a variety of media and technology resources for directed and independent learning activities. (1, 3)

- Communicate about technology using developmentally appropriate and accurate terminology. (1)

- Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1)

- Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2)

- Demonstrate positive social and ethical behaviors when using technology. (2)

- Practice responsible use of technology systems and software. (2)

- Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3)

- Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)

- Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (4)

Prior to completion of Grade 6 students will:

- Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)

- Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2)

- Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2)

- Use general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)

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- Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4)

- Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4)

- Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. (4, 5)

- Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem-solving, self-directed learning, and extended learning activities. (5, 6)

- Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5, 6)

- Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6)

- Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1)

- Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2)

- Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (2)

- Use content-specific tools, software, and simulations (e.g., calculators, Web tools) to support learning and research. (3, 5)

- Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3, 6)

- Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (4, 5, 6)

- Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (4, 5)

- Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6)

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- Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. (1, 6)

- Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (2, 5, 6)

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